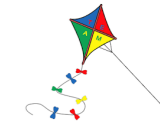


Year 1 Half Term Learning grid Summer 2 'I Do Like to be Beside the Seaside!'

<p style="text-align: center;">Writing - Character description/Wanted Poster (lighthouse keepers lunch)</p> <ul style="list-style-type: none"> -Spell the days of the week correctly -Spell common exception words -Use the suffixes -s or -es as the plural marker for nouns and the third person singular marker for verbs -Use the prefix -un -Use the suffix -est where no change is needed in the spelling of root words <ul style="list-style-type: none"> - Say out loud what they are going to write about - Compose a sentence orally before writing it - Sequence sentences to form short narratives -Reread what I have written to check that it makes sense <ul style="list-style-type: none"> - Join clauses using the connective and, because - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p style="text-align: center;">Writing - Leaflet (Grace Darling)</p> <ul style="list-style-type: none"> -Spell common exception words -Use the suffixes -ing -ed -er and -est where no change is needed in the spelling of root words <ul style="list-style-type: none"> - Say out loud what they are going to write about - Compose a sentence orally before writing it - Sequence sentences to form short narratives -Reread what I have written to check that it makes sense <ul style="list-style-type: none"> - Join clauses using the connective and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <ul style="list-style-type: none"> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p style="text-align: center;">Writing - Narrative: Retell the story (The Storm Whale)</p> <ul style="list-style-type: none"> -Spell common exception words -Use the suffixes -s or -es as the plural marker for nouns and the third person singular marker for verbs -Use the suffixes -ing -ed -er and -est where no change is needed in the spelling of root words <ul style="list-style-type: none"> - Say out loud what they are going to write about - Compose a sentence orally before writing it - Sequence sentences to form short narratives -Reread what I have written to check that it makes sense <ul style="list-style-type: none"> - Join clauses using the connective and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <ul style="list-style-type: none"> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
--	---	--

Mathematics Year 2		
Place Value (within 100)	Measurement (Money)	Measurement (time)
<p>Count from 50 - 100</p> <p>Count in tens to 100</p> <p>Partition into tens and ones</p> <p>Number line to 100</p> <p>1 more and 1 less</p> <p>Compare numbers with the same number of tens</p> <p>Compare any two numbers</p> <p><i>Problem solving using the above skills.</i></p>	<p>Unitising</p> <p>Recognising coins</p> <p>Recognizing notes</p> <p>Count in coins</p>	<p>Before and after</p> <p>Days of the week</p> <p>Months of the year</p> <p>Hours, minutes and seconds</p> <p>Tell the time to the hour</p> <p>Tell the time to half the house</p>

Year 1 & 2 Wider Subject areas						
<p style="text-align: center;">Science - Living Things and their Habitats</p> <p>WALT: Identify and name a variety of plants and animals in their habitats</p> <p>WALT: Identify and name a variety of plants and animals in their habitats</p> <p>WALT ask simple questions and recognise that they can be answered in different ways.</p> <p>WALT: Identify and name a variety of plants and animals in their habitats</p> <p>WALT describe how animals obtain their food from plants and other animals, using the idea of a simple</p>	<p style="text-align: center;">Computing - Programming Animations</p> <p>WALT use and compare programming tools in Scratch Jr.</p> <p>WALT combine blocks and control sprites using instructions.</p> <p>WALT design algorithms by selecting sprites, backgrounds, and movement patterns.</p> <p>WALT create, run, and test programs using our algorithms.</p>	<p style="text-align: center;">RE - People of God/Belonging</p> <p style="text-align: center;">What is it like to follow God? Judaism</p> <p>WALT express creatively my own views on belonging</p> <p>WALT express creatively a Christian view on belonging</p> <p>WALT simply describe how people might show that they belong to the Jewish faith</p>	<p style="text-align: center;">Art - drawing (Sketch pencils)</p> <p>Walt :draw from observation.</p> <p>Walt : Focus on using lines and known geometric shapes to create.</p> <p>Walt : begin to use the techniques of tone, texture, pattern, line and shape.</p> <p>Walt :Learn about the work of artists/designers/craftspeople and make links to our own work.</p> <p>Walt :use sketch pencils HB-6B.</p> <p>Walt :to show increasing detail in our drawings.</p>	<p style="text-align: center;">Geography - What is it like to live by the coast?</p> <p>WALT: Locate the seas and oceans surrounding the UK</p> <p>WALT: explain what the coast is</p> <p>WALT: identify the physical features of the coast</p> <p>WALT: identify the human features of the coast</p> <p>WALT: investigate how people use the local coast</p>	<p style="text-align: center;">History - Significant Women Victorian Era- Grace Darling</p> <p>WALT: Put events in chronological order</p> <p>WALT; Understand how we find out about the past</p> <p>WALT: Ask questions about the past</p> <p>WALT: Compare aspects of life in different time periods</p>	<p style="text-align: center;">PE - Fundamentals of Movement, Team Games</p> <p>Perform dances using increasingly complex movement patterns.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>



Year 1 Half Term Learning grid
Summer 2 'I Do Like to be Beside the Seaside!'

food chain, and identify and name different sources of food.						
--	--	--	--	--	--	--